

NEW JERSEY

1999-2000

Guidelines and
Application



BEST

PRACTICES

ORIGINAL

Deadline for Application to County Office
November 1, 1999

Category	Educational Support (Application is limited to one category. See page 3 for details.)		
Practice Name	Club "Ville" Where Your Investment Reaps Rewards		
Number of Schools with Practice	2	(If more than one school or district, read and complete information on page 2.)	

County	Mercer		
District (Proper Name)	Hamilton Township		
District Address	street/p. o. box 90 Park Avenue city Hamilton, NJ 08690 zip code		
District Telephone	609-890-3723	Fax 609-584-8842	Email
Chief School Administrator	Mr. Neil A. Bencivengo		
Nominated School #1 (Proper Name)	Mercerville Elementary		
School Address	street/p. o. box 60 Regina Avenue city Mercerville, NJ 08619 zip code		
School Telephone	609-890-3756	Fax	Email
School Principal	Mr. Gary Bender		
Program Developer(s)	J. Petrowski, J. Bliefernich, C. Burns		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Neil A. Bencivengo</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <i>[Signature]</i>

NEW JERSEY BEST PRACTICES INFORMATION FOR ADDITIONAL SCHOOL(S)

If the nominated practice is conducted in more than one school, complete the information below for one to three additional school(s). If the nominated practice is conducted in more than four schools, copy this page and complete the information for all schools. If the nominated practice is included in more than one district, copy the cover page, complete the information for the additional district(s) and number the additional district(s) : District #2, District #3, etc. in the District (Proper Name) column.

Nominated School #2 (Proper Name) Kuser Elementary			
School Address	Street/P.O. Box 70 Newkirk Avenue		
	City Trenton, NJ	zip code 08629	
	School Telephone 609-890-3756 FAX: 609-890-3793 E-mail:		
School Principal			
Program Developers	J. Bliefernich, C. Burns, J. Petrowski		
Nominated School #3 (Proper Name)			
School Address	Street/P.O. Box		
	City	zip code	
	School Telephone FAX: E-mail:		
School Principal			
Program Developers			
Nominated School #4 (Proper Name)			
School Address	Street/P.O. Box		
	City	zip code	
	School Telephone FAX: E-mail:		
School Principal			
Program Developers			

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**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name Club "Ville" Where Your
<input checked="" type="checkbox"/> Elementary School	K-5	Investment Reaps Rewards
<input type="checkbox"/> Middle School		
<input type="checkbox"/> Junior High School		Number of Schools with Practice 2
<input type="checkbox"/> High School		Number of Districts with Practice 1
<input type="checkbox"/> Other: _____		

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Special Education
<input checked="" type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.
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CLUB "VILLE" -- WHERE YOUR INVESTMENT REAPS REWARDS

Regular attendance, organization skills, good classroom behavior, and developing responsibility have an impact on an individual's success in school. Each of these things also has a direct influence on the amount of time available in the classroom for instruction. Because some or all of these things seemed to be lacking in many of our fourth grade students, we felt a need to develop a program that targets and rewards those areas.

Our innovative, multi-cultural incentive program begins several weeks after school begins and continues to the end of the year. The purpose of the program is to provide incentive and reward performance in the areas of attendance, responsibility, organization, and school behavior.

Each child is given a "bank book". Children are "paid" for attending school and record deposits weekly. Amounts are then deducted for various offenses such as missing or incomplete homework, misbehavior, replacing lost permission slips, unexcused absences, or lateness. At the end of each marking period, totals are calculated, and tickets for the fantasy trip are issued. Amounts are assessed for First Class, Economy, and Stand-by status. Most children go Economy, however those with perfect or near-perfect records will be allowed to go First Class. Those who show a significant deficit will be Stand-by.

The first trip of the year is to Hawaii. The children arrive in school and board the "plane" for the flight to Hawaii. First Class students are seated at desks in the front of the room with a good view of plane's "movie". Economy tourists are seated on chairs behind First Class or off to the side, and Stand-by visit another classroom to complete missing assignments for part of the day. They join us later. Students are treated to a current movie during the flight to and from the destination, an in-flight snack, and a day filled with appropriate themed activities. We encourage parent volunteers to help with decorations and activities.

Our second trip takes place in February. We visit Africa in honor of Black History Month. The trip follows much the same format as Hawaii. As the children visit some of the countries of Africa, they become aware of some of the many cultures of this continent through fine arts and language arts activities.

The third trip is a visit to Hollywood and is held over the course of a week in the afternoons. Short plays based on folk tales of various lands are selected to provide a part for each child. On Monday, the plays are read and parts are chosen by the children based on the amount of money in their bank account. The children work as directors, set designers, sound effect technicians, and costume designers, and actors. Tuesday and Wednesday are spent practicing, and designing sets and costumes. Thursday is "opening night" and plays are presented to the other classes. Students cast their votes for the Academy Awards. The culminating activity is the Academy Awards program where each child is presented an award.

Our final trip consists of a whirlwind world tour. Each classroom "visits" three countries over three days. The children with the most money in the bank book choose first and so on until all children are assigned three countries. During the visit to the country, the children hear a story, make a craft, and play a game from their country. On the final culminating day, each child is invited to bring in a food to share that is representative of their own heritage, and the three classes come together for a heritage celebration.

This practice is innovative because it tangibly rewards students in areas other than academic achievement, which in turn affects their academic achievement. This program has been duplicated successfully. It is inexpensive, and student and parent enthusiasm is high. We have found parents to be supportive in encouragement and in donation of time and materials.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum Content and/or Cross-Content-Workplace Readiness that the practice addresses.

Below is a listing of the "Cross Content Workplace Readiness" and "Core Curriculum Standards" that students participate in during the year as part of the activities.

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| Standard 1 | All students will develop career planning and workplace readiness skills.
Students learn, develop, and are rewarded for good work habits desired by employers, such as work ethic, dependability, promptness, organization, and the ability to work with others. |
| Standard 4 | All students will demonstrate self-management skills.
Students set goals, work cooperatively, evaluate their own actions and accomplishments, and demonstrate respect for people of different races, religions, ethnicity, and gender through participation in ethnic and cultural activities. They practice using time efficiently and effectively, and learn that ability, effort, and achievement are interrelated as they work to earn money for their trip ticket. |
| Standard 1.2 | All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.
Each of the trips has a segment devoted to dance, music, and visual arts. The Hollywood trip focuses on theater as the children prepare for and present plays to their peers. |
| Standard 1.3 | All students will utilize arts elements and arts media to produce artistic products and performances.
A part of each trip includes opportunities to create crafts and works of art in mediums appropriate to the location of the trip. Dances and plays are performed. |
| Standard 4.3 | All students will connect mathematics to other learning by understanding the interrelationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life.
Students maintain a bankbook and make appropriate deposits and withdrawals to establish their balances. Students use measurement tools and techniques in the creation of some of the craft activities. |
| Standard 4.5 | All students will regularly and routinely use calculators, computers, manipulatives and other mathematical tools to enhance mathematical thinking, understanding, and power.
Students use calculators to balance their bankbooks. They use virtual field trip computer programs to enhance their "visits" to vacation locations. |
| Standard 4.9 | All students will develop an understanding of and will use measurement to describe and analyze phenomena.
Students use measurement to create some of the craft activities, estimating some elements and using standard units of measure to check accuracy, where appropriate. |
| Standard 6.5 | All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.
Various cultures, foods, crafts, and activities are experienced by the students as they prepare for and visit each of the trip locations. |
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3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The following assessment measures are used to determine if the objectives of the practice have been met:

1. The number of unexcused absences and tardiness are monitored for a decrease over the course of the school year.
2. A log of students having missing or incomplete homework is kept and assistance is provided them on a regular basis. The number of students with missing or incomplete assignments is monitored, as well as the number of assignments missing for individual students. In the four years we have maintained this practice, only three children have flown "stand-by" more than once.
3. The amount of time spent on maintaining classroom discipline decreases allowing more time to be spent on instruction.
4. Students improve their efficiency in passing classes and being prepared to begin instruction.

This program has had a positive affect on the life skills of organization, responsibility, self-control, and dependability of our students. The requirements to attend the trip are uniformly applied and are attainable for all students, regardless of academic ability. The students have a sense of pride and accomplishment as they are rewarded. They can see the connection of effort to achievement.

The practice can be easily duplicated or adapted with a minimal amount of time and expense. Parent volunteers have been a big help to us by helping to decorate the trip destination and assisting with craft and activity centers.